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ABSTRACT

This paper discusses the library services that complement growing university and college off-campus programs and specifically centers on the years that fall between the start of such services and the final establishment of a physical satellite library. Suggestions, drawn partly from the literature and primarily from experiences at the University of Windsor, are offered for the handling and future development of these library services. (Author)

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OFF-CAMPUS LIBRARY SERVICES: THOSE INBETWEEN YEARS

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OFF-CAMPUS LIBRARY SERVICES: THOSE INBETWEEN YEARS

This paper discusses the library services that complement growing university and college off-campus programmes and specifically centres on the years that fall between the start of such services and the final establishment of a physical satellite library. Suggestions are offered for the handling and future development of these library services, which suggestions are drawn partly from the literature and primarily from experiences at the University of Windsor.

Audio-visual equipment required:

1 slide projector and tray

1 screen

OFF-CAMPUS LIBRARY SERVICES: THOSE INBETWEEN YEARS

In the last few years, with decreasing enrollments and the threat of a continuation in this trend, universities and colleges have sought new ways to boost their flagging numbers. At the same time, there has been an upsurge in the "non-traditional" studies analyzed at length by the Commission on Non-Traditional Study in its report Diversity by Design.[1] One result of these two factors has been the geographical expansion of universities and colleges to points farther and farther removed from their main campuses. In some cases, as a natural outgrowth of the off-campus program, a satellite campus has emerged.

Academic libraries, in consequence, have had to go off-campus as well, and they have done so in a variety of ways, usually establishing a new "branch" or extension library if and when a satellite campus is formed. These extension libraries have different degrees of independence based on the size and nature of their operations. Between the two situations of no service and an extension library, however, there is still a need for academic library service and the most common denominator of all attempts at such service has been the involvement of the public library.

Joint ventures at non-traditional forms of a college education have been appearing on the scene with great regularity, but there are often indications that it is the public libraries that are taking a great deal of the initiative in providing the library service that goes

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with it. Indeed, in Diversity by Design, one of the recommendations of the Commission reads:

> The public library should be strengthened to become a far more powerful instrument for non-traditional education than is now the case.
>
> This recommendation is directed not only to public officials and public librarians themselves but also to *college and university faculty members and administrators* who could work productively with them in developing non-traditional study opportunities at the post-secondary level.[2] (*italics are mine*)

The Commision goes on to expand on their conception of the role of the public library as a'"college around the corner"[3] whose opportunity has now arrived. No specific mention of the academic library is ever made.

However, in 1967, when the Association of College and Research Libraries published its "Guidelines for Library Services to Extension Students", which included all extension students on- and off-campus, it was implied that the academic library was responsible for services to its own students regardless of where they were situated. Guideline 3 recommended that the librarian, who would be in charge of all extension activities, would assume responsibility for the provision of materials and service to off-campus students through an off-campus location if necessary.[4]

What has happened, unfortunately, in the intervening years is that the public libraries have "hustled" while the academic libraries have not. For example, in the September, 1973 issue of American Libraries, in discussing the use of the Memorial Hall Library, Andover, Massachusetts, as a college site, the Memorial Hall Library

Director, Harry Sagris, is quoted as the one who saw the need for the service and performed a survey to determine how many would be interested.[5] In the November, 1972 issue of Library Journal, Larry Earl Bone, assistant director of the Memphis Public Library and Information Center is cited as the "prime negotiator" in a contractual arrangement between the public library and the nearby community college, Shelby State.[6]

This is not to imply that academic libraries and librarians are doing nothing, but it is our attitude that disturbs me and I think it is one of the reasons the Commission focussed on the public library to the exclusion of the academic one. In the preface to the Commission report, Samuel B. Gould wrote:

> Most of us agreed that non-traditional study is more an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience . . . This attitude is not new; it is simply more prevalent than it used to be.[7]

It is my contention that while public libraries are undoubtedly invaluable to the types of programs being offered on an off-campus basis, academic libraries have often allowed public library enthusiasm and drive to do their work for them. Academic libraries have a responsibility towards their students no matter what their distance from the main campus. Our attitude has been lax and our efforts minimal. We have moaned about budget problems and our difficulties in meeting even the demands of on-campus students, instead of realizing our own role in providing service to what is essentially our own community -- a role that may to a large extent be indirectly administered, but a role that

we must fulfil if we are to accord our students the rights they deserve.

The most positive move in the direction of assuming those responsibilities has been shown in the study by Orton and Wiseman reported in Canadian Library Journal in February, 1977 under the title "Library Service to Part-Time Students". Dealing with both on- and off-campus students, once again, the authors sent questionnaires to part-time students at Trent and Queen's Universities and also surveyed libraries near their off-campus teaching sites. Of interest in terms of off-campus services are the questions they asked of the public libraries, which were:

1. Are your resources adequate without assistance from the university?
2. Do you rely heavily upon interlibrary loan services?
3. Who should provide library materials, the university or the public library?
4. Are you able to provide professional staff assistance for this category of reader?
5. If the answer to this last question is 'no', would you welcome assistance from the university's professional library staff?[8]

The answers they received from these questions and their other surveys should finally lay to rest any doubts we may have about our responsibilities.

While the Orton-Wiseman studies have been directed towards part-time students as a whole, they have had to devote separate sections to discussions of on-campus and off-campus services. Yet, one of their conclusions is that a Coordinator could be appointed to handle services to part-time students -- again as a whole.[9] While this dove-tails with the original Guideline 3 of the ACRL guidelines on extension services that I mentioned above, this is where we part company, because

the needs of on- and off-campus students differ greatly. At the University of Windsor, we separate the two in terms of library services, and my work as Coordinator of Extramural Library Services deals exclusively with our off-campus students, a few of whom, I might add, are full-time rather than part-time. In fact, across campus, every attempt has been made to treat students as students rather than separating them into part-time, full-time, day, evening, or any other category. Distinctions are made only when absolutely necessary. All academic aspects of students' programs are handled by the Deans of the appropriate faculties. There is no Dean of Extension. Instead, there is a Director of Part-Time Studies to handle any administrative problems specifically related to part-time students and a Coordinator of Extramural Programs to handle any administrative problems specifically related to off-campus students. I might add, also, that the Coordinator's office is located in our largest off-campus center, Chatham, rather than on campus.

The library, to complement this approach, also makes distinctions among students only when necessary. Our on-campus students naturally have the same access to the library whether they are in full-time, part-time, or special programs. Our on-campus library hours and reference service hours are extensive enough to satisfy any customer (we are open until midnight every night seven days a week with reference service until 8 p.m. every day and from noon until 5 p.m. on Saturdays and Sundays). In addition, any services offered, such as library instruction classes, are similarly

arranged to be available to all on-campus students.

With off-campus students, however, library services are another matter. Our eventual goal is the provision of materials and service of an equivalent qualitative degree to that provided on the main campus. We attempt to provide that service as closely as possible to the actual location of the students' classes in order to create a facsimile of the main campus where classes and library are obviously in close proximity. Consequently, in some cases, we use more than one library location in a given city. The accompanying map shows all the areas we are serving or have served in the past. We have two library locations in each of Chatham and Sarnia, one a public library and one a local community college library. The third continuous site is Leamington while the other sites are used either in conjunction with summer classes or with special study programs for individual students.

The number of students we serve in those areas is shown in Table I which covers only our three continuous service areas. These figures are taken from enrollments registered during the 1970/1971 through 1977/1978 school years and include (from 1974/1975 on) both graduate and undergraduate enrollments. As Chatham is obviously our largest service center, the second table shows only the number of courses offered in Chatham during the same time period with the corresponding enrollments. In Chatham we offer library service through both the Chatham Public Library, our oldest and most used location, and the Thames Campus Library, open since January, 1977.

FIGURE 1

MAJOR SERVICE AREA OF EXTRAMURAL LIBRARY SERVICES, UNIVERSITY OF WINDSOR

TABLE I

THE NUMBER OF ENROLLMENTS FOR CHATHAM, SARNIA, AND LEAMINGTON

1970/1971 THROUGH 1977/1978**

Location	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978
Chatham	374	522	604	599	1139	1614	1477	1582
Leamington	-	-	-	-	67	97	185	188
Sarnia	-	-	-	-	57	298	320	226
TOTAL	374	522	604	599	1263	1909	1982	1996

** Figures supplied by the office of the Coordinator of Extramural Programs, University of Windsor, Kent Center

TABLE II

THE NUMBER OF COURSES OFFERED IN CHATHAM

COMPARED WITH THE NUMBER OF ENROLLMENTS,

1970/1971 THROUGH 1977/1978**

Year	Number of courses	Number of enrollments
1970/1971	13	374
1971/1972	20	460
1972/1973	16	604
1973/1974	24	599
1974/1975	32 undergraduate 2½ graduate 34½ total	1159
1975/1976	47 undergraduate 2 graduate 49 total	1514
1976/1977	46 undergraduate 2½ graduate 48½ total	1477
1977/1978	52 undergraduate 2½ graduate 54½ total	1582

** Figures supplied by the office of the Coordinator of Extramural Programs, University of Windsor, Kent Center

The former serves those students taking classes at the high school about a mile away and the latter serves students taking classes at Thames Campus, which is a ten-minute drive away from the high school/ public library area.

In all five of our continuous service sites, our first priority is to provide course reserve materials so that students will have the specific items they need to complete assigned readings and papers. Consultation with instructors determines the necessary titles and now that the demand has risen so much, we ship only up to 50 titles per course. The materials are housed in the libraries during the run of the course and shipped back when the course is completed. They are then kept on the main campus library shelves for use by on-campus students until they are required off-campus again. Often a book will see three different places in a given year.

For Sarnia and Leamington, this is currently all we require. Occasionally, we have sent a piece of audio-visual equipment for a course and any of our off-campus library sites can telex or telephone with a special request for materials which we try to supply as quickly as possible. In Chatham, however, it became apparent, by 1975, that we needed more. Discussions between the Chatham Public Library and ourselves resulted in the opening of a separate room for the University students in December, 1975, the provision of additional types of materials, and, beginning in 1976, the payment of a service fee.

The University Study Room has essentially become a mini-library with shelving for materials, a microfilm reader, desks and study carrels.

In addition to course reserve materials, there is a slowly-growing small collection of materials housed permanently in the Study Room and these materials provide additional background reading and sources for major papers and projects. We have also bought materials that are housed with the Chatham Public Library's collection. These consist primarily of reference titles which can be used in conjunction with other searching tools. Finally, the service fee secures us, in addition to the regular Chatham Public Library services, half the time of a professional librarian and of a clerical. This means more skilled reference service, on-the-spot supervision of the operation, and better lines of communication between the main library and our clients. The professional also supplies library tours or class visits if necessary, consultation on the selection of materials for the permanent collections, and assistance in the development of new policies and procedures. Between us, we attempt to fill in the gaps not handled by the standard course reserve materials or procedures.

At Thames Campus Library, we still provide just the course reserves; however, should it develop as the secondary school/public library arrangement has developed, we will build our services along the same lines as at the Chatham Public Library. As we now have our own permanent materials at the Chatham Public Library, we are free to shift them about at will should we ever need to switch our base of operations. When materials for our off-campus permanent collection are catalogued and processed, they are treated as if they belonged to an Extramural Library. This allows us the flexibility of maintaining our operations

at their current size or growing with the program into our own library which will already have a basic collection to start it.

As for our other intermittent locations, we send course reserve materials to any local library or even a private home from which they can be circulated. In cases where a student is taking a special home study course, we send materials to his home on a long-term loan basis. What we attempt to do in all our services is to keep the level of that service compatible with our level of growth as dictated by enrollments, the number of courses taught, and the types of materials required.

In case this all sounds too good to be true, I must point out that we have had problems -- many of them. I began by speaking of attitude and responsibility and how the public libraries have taken the initiative. A great deal of our attitude has been fostered by the Chatham Public Library whose Director was looking for help and turned to the University whose students she was trying to serve.

Another problem is that we have, to some extent, grown like Topsy, springing up in a variety of locations as courses have been taught. There is the distinct possibility that we will spread ourselves too thinly. We might be wiser to consolidate activities in Chatham, for example, in one location, rather than attempting to build two sites. However, so far, it appears that students, the majority of whom have severe time limitations, prefer and indeed require on-the-spot, quick service. Before the Thames Campus Library was available for use, when students still had to travel down to the

Chatham Public Library from Thames Campus classes for materials, course reserve circulation dropped. There is every indication that although the Chatham Public Library offers more open hours and a more developed service, convenience is the key factor in the students' preference of location.

A third problem is communication. While having a half-time professional has alleviated a great many communication problems, there are still two areas we must conquer. One involves the professors, who still do not fully realize the importance of communicating their needs accurately and on time. We require at least two to three months advance notice of needed titles. This allows us the time to send what we already have and place rush orders for those items we must buy. As professors become more familiar with procedures, however, and gain experience with off-campus teaching, the importance of timing becomes more clear to them and the majority cooperate with us in seeing that students have materials as early in the year as possible. The second communication problem revolves around the various University offices. There are times when certain administrative offices forget or do not see the importance of conveying information to the library -- usually information concerning course scheduling for an upcoming session or reports of on-campus procedural or policy changes that will affect off-campus activities as well. Again, it is a matter of familiarity and experience. As the program becomes more firmly established in the pattern of the university, these communication problems seem to lessen and with time and persistence, we hope to eradicate them

completely.

A major problem, as might be expected, is the budget. When the program got underway, funds were tight, but not impossible. They have subsequently become impossible. During the 1976/1977 and 1977/1978 budget years, we have had to scrounge for funds outside the basic library budget, which had no provision for off-campus expenses, and the money we have garnered has been in the nature of a survival amount only. In 1976/1977, we only had money for course reserves and none for any additional collection development which had to be suspended temporarily. In 1977/1978, funds eased somewhat, but we are still in serious difficulties. The problem stems from attitude, once again. While I worry about spreading ourselves too thinly among off-campus sites, my colleagues working in the main library worry about the same thing -- only the relationship they worry about is between on- and off-campus services. In the past, I have been asked such questions as "How can we support off-campus services when we cannot keep up with last year's serial subscriptions?" I have a great deal of sympathy with this, but cannot agree. If a university makes a commitment to off-campus teaching programs, then it must be prepared to carry that commitment to its proper conclusion and support the necessary attendant services that go with it. The library must not look on off-campus students as a group to be served after the others, but in conjunction with them. We must share the financial blessings and burdens equitably. Fortunately, we are slowly coming to accept this viewpoint and the program is now much more accepted as a part and

parcel of our overall service offerings.

A great deal of our various problems and solutions are inextricably tied up with internal politics, and this has led me both to misgivings and to some optimism for the future. While we have had some difficulties getting fully airborne, we are nonetheless surviving and our dramatic enrollment increases off-campus -- increases that, incidentally, are not currently reflected on-campus -- should result in the conclusion that our future market is beyond the confines of the main campus. As the competition for students becomes keener and we try harder to attract and please prospective customers, our chances of solidifying off-campus library service will be there.

In the meantime, therefore, we must enter into a heavy period of self-assessment. Orton and Wiseman have begun with their study at Trent and Queen's, while the Administrators of Medium-Sized Public Libraries of Ontario (AMPLO) are currently undertaking a follow-up study in our area. What I should like to see, however, is a consolidation of these studies so that we can develop an overview of the off-campus picture. In 1973, the Commission on Non-Traditional Study analyzed non-traditional forms of education and provided recommendations for the future. In 1978, it is time to form a similar group to study existing non-traditional forms of academic library service and to provide recommendations far more specific and up-to-date than those currently incorporated in the 1967 ACRL Guidelines for Library Services to Extension Students. I challenge ACRL to recognize the special and separate needs of off-campus students and to be the

catalyst for the development of new guidelines for this important and growing field of service.

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